

CA2ALHA  
A56

1968 c.1

ALBERTA LEGISLATURE LIBRARY



3 3398 00461 1678

LIBRARY  
VAULT 19



HUMAN RESOURCES RESEARCH COUNCIL



# FIRST ANNUAL REPORT

[1968]



## FOREWORD

. . . The objects of the Council are to undertake educational, social, economic and other research relating to and affecting the development and conservation of human resources in Alberta and, in particular but without affecting the generality of the foregoing,

- (a) to facilitate and assist all efforts throughout Alberta, to gather, analyze, co-ordinate and distribute available knowledge and to undertake such efforts directly whenever it deems it necessary to fill gaps in educational, social, economic and other related research or to supplement and assist the work of existing bodies,
- (b) to develop, revise and assess plans, materials and procedures relating to or affecting educational, social, economic and other aspects of human resources development, and to disseminate the results of and assist in the implementation of the findings of such developments, revisions and assessments,
- (c) to encourage and facilitate the training of persons engaged in educational, social, economic and other related research,
- (d) to establish directly or to assist in the establishment of developmental studies in the field of education, and
- (e) to aid an understanding among administrators, practitioners and the general public of educational, social, economic and other related problems and needs in Alberta.

-- from *An Act to Establish the  
Alberta Human Resources Research  
Council.*

This *Annual Report*, prepared after the first five months of Council operation, reports the ways in which Council has planned to discharge this mandate in the future. It also summarizes the programs and projects which are presently under way.

J.E.W.  
L.W.D.





MEMBERS OF COUNCIL

February 15, 1969

Hon. R. Clark, Chairman, Minister of Youth and Education

Hon. A. O. Aalborg, Vice-Chairman, Provincial Treasurer

Dr. L. W. Downey, Director, Human Resources Research Council

Mr. H. Bliss, Administrative Vice-President, University of  
Calgary

Dr. G. L. Burton, Rancher and Economist, Claresholm

Dr. T. C. Byrne, Deputy Minister of Education

Dr. W. H. Johns, President, University of Alberta

Dr. B. T. Keeler, President, Alberta Teachers' Association

Mr. N. K. Leatherdale, Newspaper Publisher, Olds

Dr. W. C. MacKenzie, Dean of Medicine, University of Alberta

Dr. I. E. Housego, Secretary, Assistant Director and Associate  
Research Officer, Human Resources Research Council



# BACKGROUND

## TABLE OF CONTENTS

	Page
Foreword . . . . .	i
Members of Council . . . . .	ii
Table of Contents . . . . .	iii
Background . . . . .	1
The Program of Research . . . . .	6
The Staff . . . . .	12





## BACKGROUND

The Alberta Human Resources Research Council developed from an idea to a reality in four stages. The first stage began with the presentation of *A White Paper on Human Resources Development* by Premier E. C. Manning to the Alberta Legislature in March, 1967; the second, with the adoption of *An Act to Establish the Alberta Human Resources Research Council*; the third, with the appointment of a nine-member Council in early 1968; and the fourth, with the assembly of a planning staff in September, 1968. At that time, the Alberta Human Resources Research Council became a reality.

The inaugural meeting of the Council took place on January 12, 1968. The following persons were Council members at that time:

- Hon. R. Reiersen, Chairman, Minister of Education and Labour
- Hon. A. O. Aalborg, Provincial Treasurer
- Mr. H. Bliss, Administrative Vice-President, University of Calgary
- Dr. G. L. Burton, Rancher and Economist, Claresholm
- Dr. T. C. Byrne, Deputy Minister of Education
- Dr. L. W. Downey, Director, Alberta Human Resources Research Council
- Dr. W. H. Johns, President, University of Alberta
- Dr. B. T. Keeler, President, Alberta Teachers' Association
- Dr. W. C. MacKenzie, Dean of Medicine, University of Alberta

The purpose of the meeting was to begin the process of interpreting the mandate and establishing operational procedures, as well as introducing Council members to the Director. In addition, an advisory committee was established to work with the Director in the recruitment and selection of a planning staff.

Digitized by the Internet Archive  
in 2022 with funding from  
Legislative Assembly of Alberta - Alberta Legislature Library

The first policy meeting of Council took place on June 10, 1968. It was agreed at this time that HRRC should become predominantly an in-house research and development institution and that extramural research should be supported only occasionally, when the proposed research related to the Council's current objectives and activities.

Two other major policies were established: (1) that HRRC should remain sensitive to the research requirements of government and other policy-making bodies in the Province; and (2) that HRRC should endeavor to complement and strengthen the research capabilities of the Province.

Early in September, 1968, the small interdisciplinary staff of planners assembled, and the task of translating the legislative mandate into goals and priorities began.

The first task in the four-month planning period which followed was to lay firm hold of the mandate. This involved a careful analysis of both the *White Paper on Human Resources Development* and the *Act* in an effort to map the research domain and to establish some broad objectives.

The following objectives were seen as inherent in the Legislation:

- (1) To conduct, or facilitate, research in the human or social domain;
- (2) To disseminate such knowledge as may be significant in the determination of social policy;
- (3) To develop plans, materials, and procedures relating to various aspects of human resources development;
- (4) To facilitate and assist in the training of persons





engaged in similar research and development; and

- (5) To assist all citizens in understanding emerging trends and problems in the area of human resources development.

Although these objectives served as guidelines for defining the role of HRRC, two major questions remained to be answered: what should the substance of the initial research program be? and what organizational form should be developed for the conduct of research and development activities?

During the following months, a variety of strategies were employed by the staff in order to respond to these basic questions.

Specifically, the next phase of the planning process involved the development of a bank of ideas -- a list of issues which might be studied by HRRC. This task was approached in two ways. First, a series of some eighty meetings were held with university researchers, educators, government officials, and others, in order to obtain perceptions of problems within Alberta society and ways in which they might be researched. Second, key ideas from such documents as the *White Paper* were used as starting points from which possible studies might emerge -- for example, the ideas of "opportunity" and "individuality."

As the bank of ideas grew, the staff attempted to identify problems and ideas which seemed most significant and to impose certain perspectives and limitations. This included studies of research being conducted elsewhere, attempts to identify gaps both in knowledge and between knowledge and practice, and efforts to identify specific aims and priorities.



Diverse expectations were held by various groups for the Council. Some hoped for an organization which would concentrate upon educational research. Others envisaged an organization which would conduct studies and evaluations of social agencies and social services. Still others felt that the Council should respond to requests for information or studies proposed by government agencies and other groups within the Province. And some even felt that HRRC should be free to conduct research in the areas which were of greatest interest to staff. Clearly, it was impossible for the Council to respond to all of these expectations immediately. However, it was felt that as the needs of society shifted, Council perspectives and goals would also shift, so that certain expectations might be met in the future.

As the initial program of research was being developed, attention was also given to the organizational structure of the Council. The forms of similar organizations both in Canada and throughout the world were studied in the hope that Council might build partially on the successes and failures of other such organizations.

As a result of these studies and in recognition of the legislative mandate to enhance research capabilities in the Province, the staff proposed that HRRC be organized along rather unique lines, incorporating a variety of organizational models:

- (1) An in-house research and development capability;
- (2) A grants-in-aid program;
- (3) Contracted studies;
- (4) Collaboration with other institutions.





As strategies and research priorities were identified and agreed upon, staff members prepared working papers which led to the development of seven proposed programs and, eventually, to the preparation of the first *Prospectus*.

On January 15, 1969, staff informally presented the 50-page *Prospectus* to Council. Proposals were discussed in detail. Two newly-appointed Council members were present at the meeting: The Honourable Robert Clark, Minister of Youth and Education, replacing Mr. Reiersen as Chairman of the Council; and Mr. N. K. Leatherdale, a newspaper publisher from Olds, Alberta.

The next day a formal meeting of Council was held. The *Prospectus* was approved with minor modification and the Director was authorized to proceed with the program areas outlined and to recruit a number of new staff members. At this time, Council also agreed to modify its original view of Council as a predominantly in-house research and development institution. Upon staff recommendation, it was agreed that an eclectic organizational model be adopted, making possible grants-in-aid, contracted studies, and the development of a strong in-house capability.

On January 29, 1969, the Human Resources Research Council made a half-day presentation at the Canadian Conference on Research in Education, held in Victoria. This was the first opportunity for Council staff to present its program of research to a segment of the Canadian research community.



## THE PROGRAM OF RESEARCH

Three major categories of research have been planned and initiated:

- (1) *Stock-taking* -- descriptions of existing conditions in society and assessments of the effectiveness of on-going social service programs. (A study of "opportunity" in Alberta and evaluative studies of social service programs are illustrations.)
- (2) *Basic research*, to add to the store of available knowledge upon which social policies are based, and *development activities*, to bridge the gaps between knowledge and practice in various fields. (Studies of "individuality" and the "processes of education" are examples.)
- (3) Establishment of formal *communication* and *consultation linkages* with agencies most likely to make practical use of Council's research. (A "manpower and educational planning" project, in collaboration with the Department of Education, the Board of Post-Secondary Education and the Universities Commission; and a "demonstration and field-testing program" are examples.)

Through the identification of these major research forms and the specific needs and priorities within them, the basis for the initial research program of HRRC was formed. The following is a complete summary of programs and projects.





#### PROGRAM AREA 100: OPERATIONS STUDIES

The purpose of Operations Studies is to inform the process of planning and decision-making within the research organization.

Such decisions have to do with: (1) establishing goals and priorities and (2) selecting strategies or means.

This program area involves the following projects:

101. A study of data storage and retrieval capabilities in Alberta and the design of a system for HRRC.
102. A study of research organizations and the implications for the structure and strategies of HRRC.
103. Preliminary inquiries (codifications of existing knowledge and studies of the feasibility of further researches) into such areas as:
  - a. Emerging conditions in the city.
  - b. The utilization of community resources.
  - c. Financing public services.
  - d. The "functionality" of various structures in formal education.
104. A grant-in-aid program.

#### PROGRAM AREA 200: A STUDY OF SOCIAL OPPORTUNITY IN ALBERTA

The aim of this project is to discover ways of reducing inequalities of opportunity and also of creating new opportunities.

Initially, the program consists of a base-line study of inequalities of opportunity in Alberta in selected social institutions. Research



scholars in Alberta universities are codifying available knowledge in a series of "working papers" designed to clarify existing inequalities in the following areas: economics, politics, education, law, health care.

This first project, to conclude in March, is expected to spawn a number of specific research projects -- empirical studies of selected aspects of opportunity as they apply to particular groups or regions of the Province.

#### PROGRAM AREA 300: EVALUATION STUDIES

The purpose of the Evaluative Research Program is to develop a strong team of experts whose function it will be:

- (1) To improve both the methodology and tools of evaluation.
- (2) To assess research and development programs launched by HRRC.
- (3) To advise and assist the staff of government departments or other agencies in the design and conduct of program evaluations.

#### PROGRAM AREA 400: INDIVIDUALITY

The Program on Individuality is a comprehensive research and development program addressing questions related to the process of "individuation."

Initially, the program is devoted to the conditions of schooling as they relate to the development of individuality, and it consists of the following four research and development projects:

401. A base-line study of conditions of schooling related to





individual development. The purpose of this study is to estimate the degree to which (and the means by which) Alberta schools contribute to the development of individuality. The study has two aspects: (1) how students themselves respond to the experience of schooling, and (2) how schools take into account the individual student.

402. Individually Prescribed Instruction (IPI). The Learning Research and Development Center at the University of Pittsburgh initiated work seven years ago on IPI systems. The major work to date on these systems has been with mathematics and reading programs at the elementary level. It is with these systems that the Council's IPI Project will begin. Since developmental work in education requires a high level of expenditure, collaborative activities with other R and D centers would seem to be desirable. A principal purpose of the Council's IPI Project will be to assess the applicability of developed IPI systems to Alberta schools.

403. Studies on the nature of individuality. It is our assumption that a better understanding of the uniqueness of persons will lead eventually to improved social practices in a variety of areas -- in formal education, counselling, and mental health programs, for example. We assume further that basic studies on the nature of individuality will lead to important insights bearing on the design and evaluation of the developmental aspects of the Program on Individuality.



404. Computer-Assisted Instruction (CAI). Our project in this area will include the development of CAI instructional programs, including simulations and basic research related to the use of computers in instruction.

#### PROGRAM AREA 500: FIELD TESTING

The purpose of this program is to test selected innovative practices from education and the social services in field situations in Alberta.

The first project in this program will be field tests of promising methods for improving educational opportunities in small high schools in Alberta.

The objectives of the Council's small high schools project may be summarized as follows:

- (1) To field test, in an Alberta school system, a number of innovations aimed at improving the educational opportunities of students attending small high schools.
- (2) To refine and modify these innovations to meet local conditions.

#### PROGRAM AREA 600: PLANNING STUDIES

The function of planning studies is to forecast events in such a way as to make coordinated development possible. Two spheres of activity are envisioned: (1) the production of the information needed to achieve balanced, premeditated growth in, for example, the total educational system or the social welfare system; and (2) the production of



information needed for program design and evaluation in specific programs, such as vocational-technical educational programs or day-care programs.

The following represent examples of activities that characterize this program:

- (1) A study of the planning capabilities which exist in the areas of education, social development and manpower.
- (2) Studies of scope and utilization of public services.
- (3) Projections upon which plans for educational, social and manpower development can be made.

#### PROGRAM AREA 700: DISSEMINATION

The objectives of the Dissemination Program are:

- (1) To communicate relevant information to other research agencies; social policy-makers; administrators; practitioners in educational, social, and health services; and the general public.
- (2) To receive, store, and use relevant information from other research and development agencies.
- (3) To research and develop selected techniques and media of communication (including multi-media).





THE STAFF

Dr. F. S. Chase, Special Consultant

Mrs. Anne Marie Decore, Assistant Research Officer

Dr. L. W. Downey, Director

Dr. Harold Dyck, Associate Research Officer (effective July 1)

Mr. Michael Grace, Associate Research Officer (effective July 1)

Dr. I. E. Housego, Assistant Director and Associate Research  
Officer

Mr. John Hudson, Assistant Research Officer

Dr. E. J. Ingram, Associate Research Officer (effective July 1)

Miss Lillian Klimek, Research Technician

Dr. R. G. McIntosh, Associate Research Officer

Mr. J. A. Riffel, Project Administrator (effective July 1)

Mr. J. D. Rowlatt, Assistant Research Officer (effective  
July 1)

Mrs. Janet Willson, Information Officer





